

## **Perspectives on Race** **Course Overview**

### **Essential Question**

Can Americans heal racial wounds?

### **Content Standards**

The student will be able to distinguish the many aspects of his/her identity, and recognize that each person in a group thinks and acts from multiple identities.

The student will be able to explain the ways in which racial and ethnic identity have shaped his/her perspective, and the perspective of other ethnic groups.

The student will be identify and use listening and speaking behaviors that enable others to hear what people in other ethnic groups are saying about race.

The student will identify specific aspects of white privilege, and explain ways whites are advantaged.

The student will evaluate the value of individualism, and explain its relation to institutionalized racism.

The student will examine the sources and enduring effects of internalized racial stereotypes.

The student will examine recent economic and social changes, and explain their effects on African Americans in cities.

The student will examine ways Americans from Ireland, the Caribbean, South East Asia, and South Eastern Europe have experienced race.

The student will develop and implement a specific plan to heal racial wounds.

## **Unit I: Listening and Speaking**

### **Essential Question**

How can people speak honestly about race so that others can hear?

### **Content Standard**

The student will be able to identify and use listening and speaking behaviors that enable others to hear him/her.

### **Objectives**

The student will:

- Identify and use behaviors of an effective listener.
- Identify and use behaviors of an effective speaker.
- Discuss what behaviors are rude according to the norms and values of people in each town.

### **Suggested Resources**

Racial Healing by Harlan Dalton

Video clips from talk shows

World of Difference: Anti-Bias Study Guide

Video: Skin Deep

### **Suggested Performance Assessment**

Students will keep a listening and speaking journal in which they describe incidents in their lives when they both listened and spoke effectively and ineffectively. They will assess the effects in each situation.

### **Performance Standards**

- The student applies effective listening and speaking behaviors in class discussions.

## **Unit II: Perspectives**

### **Essential Question**

How does racial identity shape perspective?

### **Content Standard**

The student will be able to explain ways identity molds how a person views specific events.

The student will be able to explain why all people in a group do not have the same perspective.

## **Objectives**

The student will:

- Identify the racial perspectives in different events.
- Examine ways that culture and a shared history influence perspective.
- Identify several aspects of his/her identity.
- Recognize that all people in a group do not share the same perspective.

## **Suggested Resources**

Racial Healing by Harlon Dalton

The Other Side of the River by Alex Kotlowitz

Nigger by Randall Kennedy

Episode of Boston Public on the N word

The Ten Lenses by Mark Williams and Donald Clifton

Video: Small Things: When Prejudice is Unintentional

Movie: Bowling for Columbine

## **Suggested Performance Assessment**

Students will view television shows they normally watch, and assess the messages TV gives viewers about race and social class. .

## **Performance Standards**

- The student articulates the ways that his/her racial identity has influenced perspective.
- The student explains why all people in a group do not always share the same perspective.
- The student will assess the degree to which television creates his/her perspective on race.

## Unit III: What Whites Must Do

### Essential Question

What whites must do to create racial healing?

### Content Standards

The student will be able to explain ways that whites are advantaged in the United States.

The student will be able to explain the relation between the value of individualism and institutionalized racism.

### Objectives

The student will:

- Define racism, dominance, minority, prejudice, discrimination, institutionalized racism, cultural racism.
- Recognize ways that whites are advantaged.
- Recognize the connections between the value of individualism and maintaining white privilege.
- Discuss affirmative action from several from several perspectives.

### Suggested Resources

Racial Healing by Harlan Dalton

“Why Are All the Black Kids Sitting Together in the Cafeteria?” by Beverly Daniel Tatum

“White Privilege and Male Privilege” by Peggy McIntosh

Monopoly with different rules

Strategic School Profiles for Bassick and Newtown High Schools

Teaching for Diversity and Social Justice edited by Adams, Bell, and Griffin

Video: Why Can't We Live Together?

Video: Nightline episode on racial discrimination

Video: Ted Koppel - America in Black and White

Video: A Class Divided or The Essential Blue Eye

Video: Race on Trial

### Suggested Performance Assessment

Students will write a poem, short story, one act play or series of journal entries in which they expose some of the ways whites are advantaged.

### Performance Standards

- The student explains ways whites are advantaged in the United States.
- The student explains the relation between the value of individualism and institutionalized racism.
- The student explains affirmative action from the perspective of dominant and minority groups.

## **Unit IV: What Blacks Must Do**

### **Essential Question**

What must blacks do to create racial healing?

### **Content Standard**

The student will be able to explain why blacks must change the story they tell to explain their position in United States society, create a different sense of community, and allow other people of color to tell their story.

### **Objectives**

The student will:

- Examine how and why the story blacks tell should change.
- Identify the difficulties of blacks pulling together as a community.
- Recognize that other minority groups have a story to tell.

### **Suggested Resources**

Racial Healing by Harlan Dalton

Community Speakers

### **Suggested Performance Assessment**

Students will respond in their course journal to a series of questions about how and why the story blacks tell needs to change, ways blacks should pull together as a community, and why other minority groups should be allowed to tell their story.

### **Performance Standard**

- The student describes why and how the story of blacks needs to change.
- The student explains what impedes blacks seeing themselves as a community.
- The student explains why other minority groups should be allowed to tell their story.

## **Unit V: African Americans Retell the Story**

### **Essential Question**

How have Americans from Africa experienced race?

### **Content Standards**

The student will be able to explain the sources and enduring effects of internalized racial stereotypes.

The student will explain how economic and social changes have affected African Americans after the Civil Rights movement ended.

### **Objectives**

The student will:

- Describe the racial stereotype of African Americans.
- Identify the effects of internalized racial stereotypes on blacks and whites today.
- Examine the sources of racial stereotypes
- Examine the effects of slavery, segregation, the de-industrialization of the cities and the War on Drugs on African American community life.
- Examine the following United States cultural changes since the end of the Civil Rights movement on African American communities:
  - Difficulty of maintaining family values
  - Effects of de-industrialization of cities
  - Statistical differences between blacks and whites in employment, health and income.
  - Reasons for deterioration of cities.

### **Suggested Resources**

A Different Mirror by Ronald Takaki

“The Stereotype Trap” – Article

Excerpts from Beloved by Toni Morrison

Movie: Beloved

Video: The Strange Career of Jim Crow and the related web site

Video: The Death of Emmitt Till and the related web site

TV Movie: Ruby Bridges

Roger and Me – Video by Michael Moore

Video: African Americans with Henry Louis Gates Jr.

Video: Books Not Bars

### **Suggested Performance Assessment**

Students will write a short story, one act play, conversation, or other creative piece in which they synthesize insights and knowledge from the unit by explaining the impact of the stereotypes that live subconsciously in their heads. They will also explain the impact of recent cultural changes on African American communities.

**Performance Standards**

- The student explains the sources and effects of the stereotype of African Americans.
- The student explains why the disparity among African, Asian and European Americans in employment, health, education, and income exists in spite of the legal changes resulting from the Civil Rights movement.

## **Unit VI: Stories of Other Americans**

### **Essential Question**

How have Americans from Ireland, the Caribbean, South East Asia, and South Eastern Europe experienced race?

### **Content Standard**

The standard will be able to understand the ways in which Americans from Ireland, the Caribbean, Asia, and the Balkans have experienced race in the United States.

### **Objectives**

The student will:

- Examine reasons other Americans came to the United States
- Examine the experiences of other Americans in the United States
- Identify the similarities and differences between these groups and African Americans in the way they experienced race in the United States.

### **Suggested Resources**

A Different Mirror by Ronald Takaki

Caribbean Connections Series

Community Speakers

Video: Puerto Rican Passages

Video: Out of Ireland

Video: The Chinese in America

### **Suggested Performance Assessment**

Students will research one of the above groups and work collaboratively with students from their school and the partner school to create a presentation for the entire class that will explain reasons their group came to the United States, and what their group's experiences have been in the United States.

### **Performance Standards**

- The student will explain the reasons Americans from Ireland, The Caribbean, Asia, and the Balkans came to the United States.
- The student will explain how Americans from Ireland, the Caribbean, Asia, and the Balkans have experienced race in the United States.
- The student will compare and contrast how Americans from Africa, Ireland, Asia, and the Balkans have experienced race in the United States.

## **Unit VII: Becoming an Agent of Change**

### **Essential Question**

Can Americans heal the nation's racial wounds?

### **Content Standard**

The student will develop a plan to improve racial understanding.

### **Objectives**

The student will:

- Examine methods of healing racial wounds others have used.
- Develop a plan to improve racial understanding

### **Suggested Resources**

Racial Healing by Harlan Dalton

“South Africa’s Truth and Reconciliation Commission” Video

“A Force More Powerful” Video

“Strong in the Broken Places” Video

“Not in Our Town” Video

“We Were Led By Children” - Article

Movie: Remember the Titans

Sports Illustrated article on T.C. Williams High School today

John Lennon’s song “Imagine”

### **Suggested Performance Assessment**

Working collaboratively, students will develop a plan to improve racial understanding in their school. As individuals they will write an essay explaining their plan. With their team members they will explain their plan to students in their class.

### **Performance Standards**

- Students will explain why each of the methods of healing racial wounds presented is effective.
- Students develop a plan to improve racial understanding.

